Assessment

We offer two different types of assessments in Reading Series 2: brief post-reading assessments to be given at the completion of each book's instruction and more in-depth formative assessments to be given at designated intervals in the series' scope and sequence.

Post-Reading Assessments

The Post-Reading section of each Foundational Skills Guide offers a Progress Monitoring and an Oral Reading Fluency assessment. These assessments are designed to be brief and to be administered upon completion of each book's Foundational Skills and Close Reading Guide instruction. Student performance on these assessments enable you to track students' progress and provide appropriate support or instructional adjustment.

Progress Monitoring Assessments

The progress monitoring assessments enable you to assess students' ability to read target consonant or vowel patterns in single-syllable and multisyllabic real and nonsense words, words with inflectional endings, and High-Frequency Puzzle Words.

Nonsense Words. A student's skill at reading nonsense words helps you assess their ability to apply orthographic knowledge to unfamiliar/novel single-syllable and multisyllabic words. Using nonsense words eliminates the possibility that a student already knows a word by sight. (**Note:** We do not advocate practicing nonsense words in instruction because, ultimately, word recognition has to do with meaning, but nonsense word reading is an effective research-based assessment tool.)

Real Words. A student's skill at reading multisyllabic rabbit, tiger, turtle, camel, and lion words; words with initial and final blends; and words with inflectional endings helps you to assesses their ability to apply knowledge of letter-sound correspondences and syllable division strategies in reading words. This assessment can include a mix of words from the book and words not in the book but spelled with the same phonics elements.

Words with Inflectional Endings. A student's skill at reading inflectional endings helps you assess their ability to pronounce inflectional endings accurately. Students at this stage of reading development should be skilled at reading inflectional endings, including −s, −es, −er, −ed,−ing, and −ly . Most assessment charts include a list of words with inflectional endings to allow you to assess this skill.

High-Frequency Puzzle Words. A student's skill at reading High-Frequency Puzzle Words helps you assesses their ability to recognize both newly introduced and review High-Frequency Puzzle Words. High-Frequency Puzzle Words are words that occur frequently in text and should be recognized by sight with automaticity but that are likely beyond students' phonics knowledge.

Oral Reading Fluency Assessment

The oral reading fluency assessment allows you to record student miscues and to determine a student's words correct per minute (WCPM). See the oral reading fluency teacher passage for instructions and refer to the Hasbrouk Tindal Oral Reading Fluency Chart (found in Interpreting Student Performance on Assessment section of this Overview) to determine how a student's oral reading fluency is progressing throughout the year. This assessment can also be used as a cold read before beginning instruction of a book; we recommend a one-minute read to establish a WCPM baseline. A student's reading of the passage before instruction can then be compared to how the student reads after completing the instructional sequence to create a more dynamic look at how the student responds to instruction.
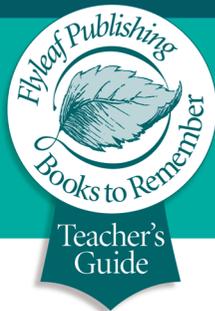
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Formative Assessments

The first formative assessment is a pre-test to assess what students know when they enter Reading Series 2. (It is the same as the Post–Reading Series 1 Assessment.) Following that, the assessments are designed to be administered at three specific points in the Reading Series 2 scope and sequence: (1) after completion of the consonant digraph books (following instruction of *Interesting Elephants*); (2) after completion of the Long Vowels with Silent *e* books (following instruction of *Amazing Snakes!*); and (3) after Single Long Vowels & Patterns & Soft *c* and *g* and *r*-Controlled Vowels books (following *Pearl Learns a Lesson*). The formative assessments are designed to help you evaluate what students have learned in foundational skills and close reading instruction—how well they are reading real and nonsense single-syllable and multisyllabic words, high-frequency puzzle words, and multi-paragraph passages—and ultimately assess students' readiness to exit Reading Series 2 and transition to reading vowel digraphs, variant vowel digraphs, and diphthongs in Flyleaf Publishing's Decodable Literature Library Reading Series 3. There are two versions (A and B) of each formative assessment, allowing you to retest as necessary. Assessment A has a narrative passage and Assessment B has an informational passage.

Nonsense Word Sub-Tests. Assess students' ability to apply orthographic knowledge to unfamiliar/novel, single-syllable and multisyllabic words. Using nonsense words eliminates the possibility that a student already knows a word by sight, and thus assesses his or her ability to recognize or decode phonics patterns. A student's process in decoding nonsense words is similar to the process they will use when they encounter unfamiliar words when reading independently.
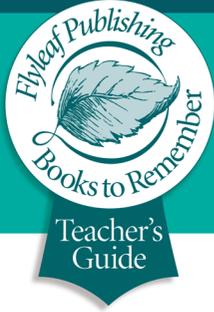
Real Word Sub-Tests. Assess students' ability to apply knowledge of letter-sound correspondences and syllable division strategies in reading words. Word lists include a mix of words from the books that have been read and words not in the books, but spelled with the same phonics elements (see the Reading Series 2 Foundational Skills Scope and Sequence).

High-Frequency Puzzle Word Sub-Tests. Assess students' ability to recognize the cumulative High-Frequency Puzzle Words that have been introduced. High-Frequency Puzzle Words are words that occur frequently in text and should be recognized by sight with automaticity but can be beyond students' phonics knowledge.

According to reading research, a "sight word" is any word that readers automatically recognize without decoding. A goal of instruction is for as many words as possible to become sight words so that reading becomes more fluent. For some students, words become sight words after only several readings; other students require many repetitions of reading a word before it is recognized by sight (Ehri 2014). This understanding is important for differentiation of instruction.

Passage Reading Accuracy Sub-Tests. Assess students' ability to read with accuracy and fluency in the context of sentences in a passage (a story narrative or informational text at each assessment point). To assess students' passage reading, note reading errors/miscues and calculate a words correct per minute (WCPM) score, which provides fluency data. Refer to the Hasbrouk-Tindal Oral Reading Fluency Chart to determine how a student's oral reading fluency is progressing throughout the year.

Reading Comprehension Sub-Tests. Assess students' ability to answer text-dependent questions about narrative passages and/or informational texts and apply the metacognitive strategies that have been modeled during Close Reading instruction, including rereading for better understanding, using knowledge of story grammar to interpret text, and making inferences supported by evidence from the text and illustrations. Students are encouraged to reread the text to find evidence for their answers, to be consistent with Close Reading Guide instruction and educational standards.

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Preparing and Using Assessment Materials

Post-Reading Assessments

Be prepared to deliver progress monitoring and oral reading fluency assessments at the conclusion of foundational skills and close reading instruction for each book. Progress Monitoring Assessment Student Response Records and Oral Reading Fluency Passages are located in the Foundational Skills Resources Binder.

- Make as many copies as you have students of the Book-by-Book Progress Monitoring Assessment Student Response Record. You will use this to record a student's responses to the Progress Monitoring Assessment on the Post-Reading page of each book's Foundational Skills Teacher's Guide. Keep a copy of the Student Response record on file for each student and add to it with each progress monitoring assessment.

- Make one copy of the Oral Reading Fluency Student Passage for each person delivering the assessment to students.

- Make as many copies as you have students of the Oral Reading Fluency Teacher Passage. You will record specifics of each student's reading fluency on these pages.
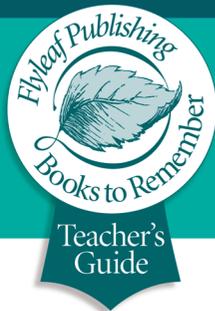
Formative Assessments

Materials for the Formative Assessments are found in Binders 1 and 2 at the points at which they are to be administered. Each formative assessment sub-test provides instruction for administering the assessment, space for recording student responses, space for analysis of student errors, and space to note any instructional implications. Student word lists and reading passages are provided with each assessment. For each formative assessment, there is an A and B test. These two versions of each assessment are provided for the purpose of retesting as necessary and/or testing reading comprehension in different genres.

Pre–Reading Series 2 and Post–Consonant Digraphs Assessments. These assessments use the same format as Reading Series 1 assessments, with the examiner asking students questions, students giving oral answers, and the examiner recording the answers. Prepare for these assessments as follows:

- Make as many copies as you have students of each of the word and passage reading accuracy and reading comprehension sub-tests. You will record specifics of each student's word and passage reading accuracy on these pages. When recording students' oral responses to text-dependent comprehension questions, it is critical to note exactly what the student said and not just mark the response right or wrong. For analysis purposes, the most useful information will come from the quality of the student response and the evidence the student can give to support their answer.

- Make one copy of the student word lists and student reading passage for each person delivering the assessment to students.

Post–Long Vowels with Silent _e_ and Post–Single Long Vowels and _r_-Controlled Vowels Formative Assessments. In these assessments, students' word and passage reading is assessed as previously, but reading comprehension is evaluated with written multiple-choice or fill-in-the-blank format, enabling students to complete the comprehension assessment independently. Prepare for these assessments as follows:

- Make as many copies as you have students of each of the word and passage reading accuracy sub-tests. You will record specifics of each student's word and passage reading accuracy on these pages.

- Make as many copies as you have students of the Reading Comprehension Sub-Test Student Response Sheet. Students need to provide written answers to the questions on the sheet following their reading of the passage. Refer to the Reading Comprehension Sub-Test Answer Key to assess each student's performance on the Reading Comprehension Sub-Test.

- Make enough copies of the Reading Comprehension Sub-Test Student Record to record your assessment of each student's performance on the Reading Comprehension Sub-Test. A single record sheet has space to record details for 11 students.

- Make one copy of the student word lists and student reading passage for each person delivering the assessment to students.

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Interpreting Student Performance on Assessments

Consistent data collection and analysis of that data across assessments yields valuable information for response to intervention (RTI) and differentiated instruction. After delivering post-reading and formative assessments, identify student learning profiles and make plans for any necessary adjustments to instruction.

Identify Student Learning Profiles

The following are student learning profiles that can be identified based on performance on word and passage reading assessments.

A student reads all word lists and passages automatically. This student has strong orthographic processing skills that are highly automatized and will contribute to fluent reading. This student is ready to transition into Reading Series 3, which explicitly teaches the remaining long vowel patterns (e.g., vowel digraphs) and variant vowel patterns (e.g., vowel diphthongs).

A student struggles with the nonsense word lists, but does better on the real word lists. This student will benefit from extensive practice in the Sound-by-Sound Blending activities and frequent practice reading new words in or out of text to achieve automaticity. The nonsense word assessments can identify specific letter-sound correspondences that need to be practiced. The reading of multisyllabic nonsense words can indicate whether a student is able to successfully apply syllable division strategies.

A student decodes both the nonsense word and real word lists slowly, but accurately. This student still has challenges with automaticity and would benefit from practice (e.g., word chains, practice with words in and out of text). High-frequency words may also present a challenge and should be practiced repeatedly if necessary. This student may substitute one high-frequency word for another (e.g., there/where) because it is more efficient to predict a word than to take time to process a word, but this compensation strategy compromises accuracy and, ultimately, comprehension.

A student makes multiple miscues on words. Respond with more explicit teaching of the grapheme/phoneme relationships and more practice with word chains and reading text containing the phonics element(s) that presents a problem. Some students may struggle to decode words with more complex syllables or multisyllabic words or may display other indicators of gaps in their letter-sound correspondence knowledge. In this case, review progress monitoring assessment data to see if errors are primarily on skills taught in Reading Series 2. If so, deliver appropriate instruction. If errors are on skills taught in an earlier Flyleaf series, administer the Pre-Reading Series 2 Formative Assessment to determine what the gaps in knowledge are, and then deliver appropriate instruction. Consider relationships between sounds, as some students have phoneme-based confusions and tend to confuse sounds that are similar in the place of articulation. Perform a miscue error analysis to better understand specifics of this student's learning profile.

A student can sound out a word into component sounds or syllables, but has difficulty blending the sounds back into a word. This may signal a specific problem with phonemic awareness. This student may benefit from Sound-by-Sound Blending activities. This will help the student connect the consonant sounds with the vowel sound and they will more likely recognize the word. Then move the student on to Word Chains. Some more explicit practice blending syllables into words may be necessary. Some students confuse *r* blends with bossy-*r* spelling patterns and/or transpose sounds in blends in general. More time with the phoneme-grapheme mapping may be helpful. You may need to perform a miscue error analysis to better understand specifics of this student's learning profile.

A student struggles with multisyllabic words. This student will need more explicit practice in applying syllable division strategies and recognizing vowel patterns once a word is divided. You may need to perform a miscue error analysis to better understand specifics of this student's learning profile.

A student is accurate in word reading, but data from the oral reading fluency assessment (WCPM) suggest the student is reading below the 50th percentile or is still reading word-by-word. This student will need more time on phrase-cued speech, repeated reading, or other fluency interventions described in the following chart.

A student does not self-correct and/or miscues do not make sense. This student needs more attention to self-monitoring strategies. You may need to perform a miscue error analysis to better understand specifics of this student's learning profile.

A student substitutes long vowel sounds in closed syllables. After long vowel patterns are introduced, this student generalizes the long vowel sound to closed syllables, causing miscues on closed syllable words—e.g., substituting long vowels (gōt) for short vowels (gŏt). This student most likely does not have a solid foundation in reading closed syllables. Use differentiated instruction activities and/or return to work in Reading Series 1 to solidify these skills. You may need to perform a miscue error analysis to better understand specifics of this student's learning profile.

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Determine Oral Reading Fluency

According to Hasbrouck Tindal norms, the expectation would be for second grade students in winter to read the text in the range of 72 (50th percentile) to 100 (75th percentile) WCPM (Hasbrouck and Tindal 2005). Students need to continue to gain accuracy and automaticity at the word level during the consolidated-alphabetic phase so they can read with the prosody of a fluent reader. Determining where students fall on the chart will help you consider how a student's oral reading fluency is progressing throughout the year.

**Hasbrouk Tindal Oral Reading Fluency Chart**

Grade	Percentile	Fall WCPM	Winter WCPM	Spring WCPM	Average Weekly Improvement
1	90			111	1.9
	75			82	2.2
	50			53	1.9
	25			28	1.0
	10			15	0.6
2	90	106	125	142	1.1
	75	79	100	117	1.2
	50	51	72	89	1.2
	25	25	42	61	1.1
	10	11	18	31	0.6
3	90	128	146	162	1.1
	75	99	120	137	1.2
	50	71	92	107	1.1
	25	44	62	78	1.1
	10	21	36	48	0.8

Use Diagnostic Tools as Necessary

We offer two diagnostic tools—the Miscue Error Analysis and the Informal Reading Inventory Analysis. These tools can help you further analyze data to arrive at a more complete picture of a student's individual learning profile.

Miscue Error Analysis

When word and passage reading assessments do not provide a clear picture of a student's learning profile, the Miscue Error Analysis can be used. In using it, you will record miscues a student has made in the Post-Reading Oral Reading Fluency assessments and/or in the Formative Assessment's Passage Reading Accuracy Sub-Tests and then identify each error by type: semantic (relating only to passage reading), phonological, or phonics. An analysis of word-reading errors by type may help you see error patterns, and from this information, you can make plans to adjust instruction to fill in gaps in student learning. You can find detailed Miscue Error Analysis instructions and the Miscue Error Analysis Record Sheet in the Resources Binder.

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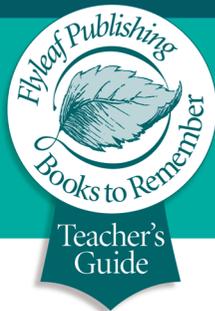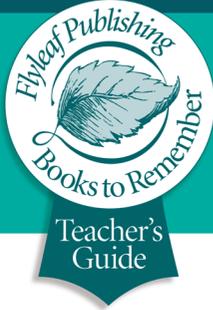
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Informal Reading Inventory Analysis

An informal reading inventory analysis can help you consider how a student's word-reading errors interact with their comprehension. The analysis of a student's word reading and reading comprehension scores can help you generate placement information to ensure that a student is working within texts and at the instructional level at which they are most likely to achieve optimal results (Gunning, 2014).

Flyleaf has adapted informal reading inventory analysis percentages to help determine appropriate student placement in the Flyleaf Scope and Sequence. Students are deemed to be at the **independent**, **instructional**, or **frustration** level based on their scores on the Passage Reading Accuracy Sub-Test in the Formative Assessments (use their "% correct" as the **word recognition in context** score) and their scores on the Reading Comprehension Sub-Test in the same formative assessment (use this as the **comprehension** score). Students are at the "independent" level if they score 96% or above on Passage Reading Accuracy and 90% or above on Reading Comprehension; at the "instructional" level if they score between 91% and 95% on word recognition in context and between 75% and 89% on comprehension; and at the "frustration" level if they score 90% or below on word recognition in context and 75% or below on comprehension.

Level	Word Recognition in Context	Comprehension
Independent	96% or above	90% or above
Instructional	91–95%	75–89%
Frustration	90% or below	75% or below

Students who fall in the independent level or the instructional level on any Reading Series 2 assessment are ready to move on either to the next segment of the Reading Series 2 Scope and Sequence or (in the case of the final Reading Series 2 assessments) on to Reading Series 3. However, as students move ahead, continued attention should be given to any word recognition difficulties or comprehension difficulties identified in the previous assessments. Students who score at or below the frustration level will need differentiated foundational skills and/or close reading instruction.
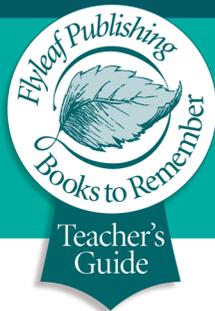
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Develop a Plan to Adjust Instruction: Word and Passage Reading Difficulties

The following chart identifies word and passage reading difficulties and their causes and offers interventions to address each type of difficulty.
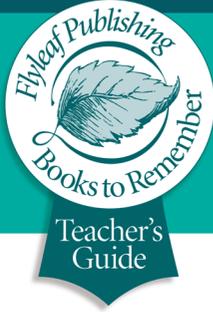
What is the word/passage reading problem?	What might be causing the problem?	What can you do about it?
Consonant difficulties		
The student does not recognize or pronounce specific consonant sounds.	The student has missed instruction in a particular consonant sound or needs more instruction.	Provide more instruction linking sounds to letters. Revisit the Emergent Reader Series Foundational Skills Guide Introduce Target Letter-Sound Correspondence activities. Have students engage in additional graphomotor practice by asking them to write the letter and say the sound. Provide word chains that enable the student to practice decoding sounds that present difficulty.
The student has specific difficulties with some digraphs.	Digraph pronunciation errors could be dialectal or related to differences between first and second languages (or common to all English language learners). This is especially true for the /sh/ and /th/ sounds. Many other languages do not have these sounds.	Spend extra time on the Listen, Sort, Read activities for digraphs and practicing the articulation of the sounds. Use tactile-kinesthetic and visual feedback. Practice pronouncing words from the sorts.
The student substitutes one consonant sound for another.	The student confuses letters that have sounds that are produced in the same place in the mouth: *p-b, t-d, s-z, k-g, f-v, n-d, m-b,* and *ch-j.* The student cannot perceive sounds that are not in their own language: *l-r, sh-ch.* The student does not pronounce the /th/ sound in their speech; for example: *th-d (voiced) and th-f (unvoiced).* **Note:** Be sensitive to the fact that students who are English language learners or who speak a nonstandard English dialect at home may not pronounce certain consonant sounds. These students will also benefit from multisensory feedback when learning letter-sound correspondences. The student confuses graphemes that have similar graphic features (e.g., *b-d*).	Use Emergent Reader Series instruction that will help the student discriminate between voiced (noisy) and unvoiced (quiet) sounds and between nasal and non-nasal sounds. Create your own auditory picture card sorts to help students hear consonant sounds in words (to contrast the phonemes that are confused). Offer multisensory feedback to help students compare and contrast the sounds they are confusing based on the visual features of the letters that represent them. Or do auditory picture card sorts contrasting words that have the letter-sound correspondences that are confused. Do sound-by-sound blending with words containing the sound that poses difficulties. Create word chains that specifically target sounds that present difficulties. Follow the Word Chains Model Lesson and create 5–10 word chains using the specific phoneme-grapheme targets identified as needing more practice.

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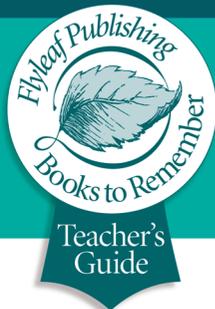
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What is the word/passage reading problem?	What might be causing the problem?	What can you do about it?
Vowel difficulties		
The student does not recognize or pronounce specific vowel sounds.	The student confuses vowels that are articulated in close proximity to each other in the mouth. Refer to the vowel staircase to identify proximity of one short vowel sound from another: /i/-/e/, /e/-/a/, /u/-/o/.	Review and practice the vowel staircase. Create auditory picture card sorts using the Auditory Picture Card Sorts by Medial Short Vowel Sounds or the Auditory Picture Card Sort by Long and Short Vowel Sounds model lessons.
The student confuses long and short vowel pronunciations or has difficulty recognizing the differences between *r*-controlled (bossy-*r*) pronunciations.	Students who were not secure with short vowel sounds may start substituting the new long vowel pronunciations in closed syllables. Students do not perceive the sound differences or are not visually recognizing differences in the different *r*-controlled spelling patterns.	Use the Listen, Sort, Read Model Lesson to guide you in creating sorts for long vs. short vowel words, and words with different *r*-controlled vowel pronunciations (/ar/, /or/, /ur/). Use the Word Chain activities in the differentiated instruction sections that keep the instructional focus on vowel changes or *r*-controlled vowel changes (with consonant changes as necessary).
Inflectional ending difficulties		
The student does not pronounce the inflectional endings during oral reading.	Student may not use the inflectional endings in their own speech.	Practice using inflectional endings orally in words and sentences. Follow the Connecting Spelling to Meaning Model Lesson. Be sure to stress the portion of the activity that asks students to pronounce words with inflectional endings.
Multisyllabic word difficulties		
A student can only read multisyllabic words by sight (automatically) and does not apply any strategies to decode unfamiliar multisyllabic words.	Student has relied on guessing or recognizes only words that have been read multiple times. Student has not had enough explicit instruction or practice in applying syllable division strategies.	Work with syllable division strategy activities until the student can complete the steps on their own. Spend time having students self-monitor and try different vowel pronunciations when they do not recognize a word (interchange syllable division strategies, short or long vowel pronunciations, or schwa pronunciations until they read a word that they recognize). Provide feedback to students when they arrive at a correct pronunciation. **Say:** *You made the word sound right and now it makes sense.*

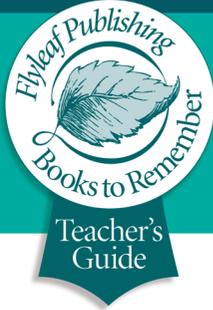Decodable Literature Library Foundational Skills Guide

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What is the word/passage reading problem?	What might be causing the problem?	What can you do about it?
Sound blending difficulties		
The student has difficulty decoding or recognizing words with initial or final blends. One sound in the initial and/or final blend is omitted when the word is decoded or pronounced.	Student has difficulty producing both sounds in an initial blend because they are not perceiving more than three sounds in a word.	Use Fingers for Sounds and Sound-by-Sound Blending activity techniques.
	Student has particular difficulty perceiving both sounds in a final nasal consonant cluster (*nt, nd, mp*) because both sounds in the cluster are articulated in the same place in the mouth.	Use multisensory cueing (finger on side of nose) to emphasize the nasal sound in the blend. Use the Phoneme-Grapheme Mapping activity, choosing words with blends. This provides the opportunity for students to visually recognize that a blend consists of two or more sounds.
	Student has difficulty with three-part blends (e.g., *stripe*) because they do not perceive all three sounds in the blend.	Deconstruct the blend with students. For example: for the word *stripe*, cover the first sound of the blend (*s*) and have the student read the word (*tripe*), then add the *s* and read the whole word.
	Student transposes sounds in blends. Student confuses *r* blends with bossy-*r* spelling patterns.	Use differentiated instruction word chains for sound transpositions. Use word sorts to contrast *r* blends and bossy-*r* spelling patterns.
The student sounds out each grapheme while decoding, but does not correctly blend back the sounds in a word. The student sounds out syllables but does not blend the syllables back into a word.	The student has an underlying phonemic awareness problem with blending sounds and/or syllables.	Offer more practice with decoding using sound-by-sound blending. Follow the Sound-by-Sound Blending Model Lesson. For syllable division practice, break words into syllables on separate cards and have students reassemble the syllables into words.
Automaticity		
The student has difficulty recognizing words by sight that have been practiced in reading text (affects both high-frequency words and words with the targeted phonics element).	Student is still in the "glued to the print" stage of word reading development and sounds out every word. The student may have difficulty with phonological processing speed, meaning how rapidly they can name letters or pronounce words in print.	Offer additional practice with word chains from the differentiated instruction activities and reading words from the books both in and out of text. Use fluency grids for high-frequency words, words with vowel patterns, or words with consonant spellings (e.g., *tch, dge*) introduced in each book. Use fluency grids as noted in the Puzzle Word Fluency Model Lesson and the differentiated instruction section of Foundational Skills Guides to give students more practice reading words organized by pattern. Provide additional opportunities for word reading practice by engaging in individual and choral readings of the text.

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| What is the word/passage reading problem?	What might be causing the problem?	What can you do about it?
Prosody		
The student is reading word-by-word after practicing multiple rereads of the text and seems to be struggling more than his/her peers.	Student has had insufficient instruction and/or practice in reading phrases and/or attending to punctuation.	Pinpoint specific reading behaviors that affect prosody and address the behaviors with modeling.
Student does not attend to punctuation in comparison with peers.	Student needs more practice gaining automaticity with reading words by sight. Student needs more practice with multisyllabic words.	Use a phrase-cued reading approach to model and guide students in reading phrases to sound like speech without stopping. Make loops under phrases in sentences using a pencil in printed text or with a dry-erase marker under sentences written on a white board.
The student is reading in phrases and with proper prosody most of the time, but according to oral reading fluency data is reading below the 50th percentile.	Student exhibits one or more of the following behaviors that affect their prosody: pausing, rereading, self-correcting, and stumbling on multisyllabic words.	Model reading the text with appropriate phrasing and attention to punctuation during choral reading activities.
		Implement a repeated reading protocol with the oral reading fluency passage as follows:
		1. Time student reading the passage, then record baseline WCPM. Note any miscues.
		2. Give student feedback to correct passage miscues.
		3. Model fluent reading of the passage.
		4. Have student practice rereading text with accuracy on their own or with a peer.
		5. Have student reread the passage again and record a second WCPM score.
		6. Monitor fluency progress with WCPM assessments as the student progresses across books.

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## Develop a Plan to Adjust Instruction: Reading Comprehension Difficulties

The following chart identifies desired comprehension skill outcomes and suggested interventions if a desired skill is not exhibited during classroom instruction or is not evident based on comprehension assessment scores.

Outcome of desired comprehension skill	What you can do if skill is not emerging
Student retells events in sequence in response to questions about what happens.	Work with sequence words and help student to identify the events in the order they occurred in the story, using picture support from the book as needed.
Students can use story grammar knowledge to complete a cloze passage based on a story they have read.	Provide students with more oral or written practice completing oral cloze passages based on stories they have read.
Student retells, recounts, or summarizes specific story grammar components when asked (e.g., the initiating event, story resolution).	Give student an opportunity to practice stating specific story grammar components immediately following a teacher model or use story grammar bookmarks to cue students to the part of the story to retell or recount. When students express the story grammar orally it helps them to internalize story structure. Follow oral practice with written practice.
Student can produce a synthesized summary when given an academic summary frame (*Somebody wanted, but, so, then…*) and answer questions about what a character wants, and why.	Give student more practice with Summarize and Synthesize charts. Scaffold responses to questions, as needed.
Student can identify a character's reaction to events in a story. Student can explain how an author resolves a story.	Model how to use story grammar bookmarks when reading to independently consider the story grammar of the book.
Student makes an inference from the text or illustration in their question responses, recounts, and retells. • Student can infer a character's plan. • Students respond to questions that require an inference and can support their inference with evidence from the text. Student can describe a character's feelings, and can explain how a character's feelings change throughout the story.	Direct student's attention to clues in the illustration and/or text, and ask specific questions that lead student to the inference. For example, generate multiple inferences with student based on an illustration in the text (e.g., season, place, a character's expression). Use a sentence frame to support stating the inference: "I infer _____ because I notice _____ in the illustration." Use feeling word synonym cards to help students describe character feelings and track changes in characters' feelings throughout the story. Identify evidence from the text to support the use of feeling word vocabulary.
Student uses sequence transition words, connecting words, and mental state verbs that have been modeled (*first, next, then, after that, finally, but, so, because, realize, decide*).	Make the words available for student to use during recounts. Model recount of the story for student to repeat and practice. Work with specific story grammar elements (e.g., identifying how a character feels and using the word because to explain the reason for those feelings). Provide a sentence frame to support use of academic language in both oral and written practice: "I realize that (the character) decided to _____ because _____."
Student uses vocabulary from the text they have read.	Prompt student to use vocabulary words to answer specific questions. Say: *Tell me that again, and use the word _____ .* Ask a text-dependent question that specifically requires the vocabulary word to be used. For example, ask: *What word did the author use to describe how the duck moves on the pond?* (drift). Say: *Now you describe the duck moving using the word drift.* Encourage students to answer in complete sentences. Give feedback on written work. Say: *It is great that you used a new vocabulary word from the story.*

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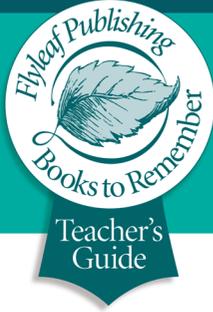
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Outcome of desired comprehension skill	What you can do if skill is not emerging
Students can infer the meaning of an unfamiliar vocabulary word from context.	Create cloze passages from the text and have students fill in the missing vocabulary word. Ask students to explain how they figured out which word to insert. Identify places in text where there is context to support figuring out the word. Encourage the self-monitoring of vocabulary knowledge by having students use sticky notes to identify words they don't know the meaning of in the text.
Students use frequently occurring conjunctions to signal simple relationships (e.g., *because*).	Provide a sentence frame to support use of academic language: "Jen feels _____ because _____."
Student makes connections to other texts they have read.	Have copies of stories with similar themes, character experiences, or events available during instructional time and practice making intertextual connections as part of the close reading routine. Be more explicit in using the illustrations to compare story grammar elements between texts (e.g., compare the characters and the setting).
Students can determine who is telling the story from evidence in the text.	Identify clues in the text and illustrations that indicate who is telling the story.
Student uses evidence (e.g., key details) from the text to support their answers.	Direct the student back to the text to find evidence for their responses. For example, **say:** Can you read me the part in the book that tells you that? Provide sentence frames with the academic language for giving evidence: "I know _____ because the text says _____." Create questions that scaffold students to find supporting details (evidence) in the text or illustrations.
Students can answer multiple-choice questions about details that support a general understanding in the text.	Offer the student strategies for answering multiple choice questions: 1. Think about what the question is asking. 2. First try to answer the question without looking at the answer choices. 3. Find the best match for what you think in the choices. 4. Cross out answers that don't make sense. 5. Find evidence in the text/passage for the answer you think is correct.
Students can provide evidence to support a story message claim.	For each new text, suggest several possible story messages after a story is read. Give a range of choices to students ranging from not relevant to the story to one that makes sense. Ask students to choose a theme and explain evidence in that text to support the theme. Create anchor charts to scaffold students in organizing evidence to support a story message claim.
Students can identify the main topic of a passage and can identify details to support a topic sentence or main idea.	Scaffold students as they practice identifying and labeling details in informational text with sticky notes. • Topic • Main idea • Supporting details
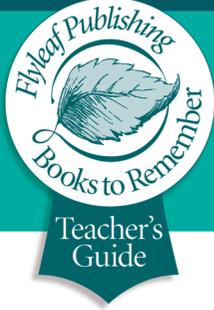
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